Seminar #4: Mental Health Seminar

April 3rd—7th, 2019 in Phoenixville, PA
&
April 10th—14th, 2019 in Sauk Centre, MN

Description of Seminar #Four: Search for Identity and Authenticity: Who am I?

The following mental health themes will be addressed in the fourth mental health seminar of nine:
- Identity formation;
- Identity crises;
- Life span development between the years 14 to 21;
- Erik Erikson’s psychosocial model of development;
- Understanding origins and manifestations of gender and sexuality;
- The emerging psychological functions of thinking, feeling, willing—in their somatic contexts;
- Core beliefs;
- Idols and ideals;
- Depression and bipolar;
- Addiction.

Seminar content will be presented through lecture, experiential activities, and a variety of creative arts activities.¹

The following competencies are addressed in the five-day seminar: Counseling Theory & Practice; Human Growth & Development; Social & Cultural Foundations; Assessment; Multi-culturalism; Research; and Ethical Practices.

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<tr>
<th>PRESENTER(s)</th>
<th>TITLE OF SESSION Date Time</th>
<th>Block Description:</th>
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<tbody>
<tr>
<td>Faculty Chair: Roberta Nelson, PhD;</td>
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<td>Faculty: David Tresemer, PhD;</td>
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<td>Adjunct Faculty: James Dyson, MD;</td>
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<td>Movement Facilitators: Karen Derreumaux (MN &amp; PA);</td>
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<td>Singing Facilitators: Alan Thewless (PA) &amp; Dawn Spanton (MN).</td>
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<td>Block Learning Objectives:</td>
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<td>Block Handouts:</td>
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<td>Block Readings/Resources:</td>
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AAP Mental Health Seminar  
Syllabus for Seminar #4  
Roberta Nelson, PhD, LPCC, LAC  
dr.robertanelson@outlook.com  
Locations: MN & PA

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<thead>
<tr>
<th>Roberta Nelson</th>
<th>Description:</th>
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| • Wednesday, April 3rd in PA &  
  • Wednesday, April 10th in MN  
  • Block A Opening  
    Presentation: Welcoming  
    Participants & Creating a Supportive Learning Environment  
  • Three hour block from 2:30-4:00 & 4:30-6:00 | • The opening Block emphasizes the creation of an empathic community that will encourage a beneficial learning environment. Content from Seminar #3 will be reviewed plus identification of the key constructs to be presented in Seminar #4. In addition the opening Block will include a review of homework which included self-knowledge activities and reading assignments. Operative learning can support psychological and behavioral alteration and transformation. Both require awareness of cognition and affect carried by the will or volitional capacities. Application of the Seven Adult Learning processes will be reassessed as learning tools aiding volition. **Opening Themes:**  
  o Pure observation: the process of learning to observe without evaluation or biases;  
  o Review of seminar #3;  
  o Introduce themes for seminar #4;  
  o Self-knowledge exercise;  
  o Application of seven adult learning processes;  
  o Supporting the development of an empathic resonance. |

**Learning Objectives:**

- Participants will engage in music and movement supporting the development of an empathic learning community.  

- Through an opening activity participants will welcome each other followed by an “objective” greeting of one another experientially illustrating the difference between subjectivity and objectivity, while also assessing the supportive value of “pure observation” concerning the creation of genuine empathic resonance.  

- Through brainstorming activities participants will exhibit memory of previously learned material recalling and appraising usability of concepts/principles presented in Seminar #3.

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<tr>
<th>Faculty will identify concepts that will be introduced and experienced in Seminar #4 inviting participant acknowledgement of current understandings of concepts/principles that are forthcoming.</th>
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<tr>
<td>The Seven Adult Learning processes —observing, relating, digesting/assimilating, individualizing/sorting, practicing, and developing new faculties, generating/creating— will be experienced, identified, and their therapeutic value appraised in the Self-knowledge exercise in small group work followed by report in larger group. Participants will recognize patterns of cognition, affect, and behavior associated with complexes/subpersonalities.</td>
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**Handouts:**
- Verses accompanying movement activities.

**Reading/Resources:**
- Harr, Betsy. *Identity and personal freedom*. Synthesis Journal Volume two (pp 56-91)
| Roberta Nelson  | • Thursday, April 4th in PA &
| James Dyson    | • Thursday, April 11th in MN
|                | • Block B: Identity, Gender, & Sexuality
|                | • Three hour block from 9:30-11:00 & 11:30-1:00

Description: Block two focuses upon an integrative developmental framework in identity formation including an overview of theories and selected empirical studies. Components pertaining to identity formation and fragmentation will be introduced involving distinctiveness, coherence, continuity, identity crisis, true and false selves. Empirical findings that challenge gender binary will be examined.

Learning Objectives:
- In small groups, participants will recall lecture engaging the first two steps of van Houten’s adult learning model:
  - Step One: Objective identification of core constructs presented avoiding interpretation or evaluation;
  - Step Two: Relate the core constructs to one’s life-span, with emphasis upon ages 14 through 21, clarifying constructs that the listener agreed with, or disagreed with.
- Gender Exercise: In triads, participants will explore how gender issues influenced their development, reporting a summary of their insights to large group in an essence statement.

Readings/Resources:

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<th>Name: David Tresemer</th>
<th><strong>Thursday, April 4th in PA</strong> &amp; <strong>Thursday, April 11th in MN</strong></th>
<th><strong>Block C:</strong> Story, Narrative: The mytho-poetic as guide to human development</th>
<th><strong>Three hour block from 2:30-4:00 &amp; 4:30-6:00</strong></th>
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**Description:**
- Humans use story to organize their perceptions of the present, in relation to the structures of the past. Stories form foundations for expectations and models of the future. Learning how these constructions are made, and where interventions come into play, can help in a therapeutic context. Indeed, all placebo (and nocebo) effects can be understood in this framework. The prison experiment (Zimbardo) and the obedience experiment (Milgram), as well as the journey of the hero/heroine through challenges (Campbell), all yield insight for the journeys of every human being. As Harvard professor Karen King says, “The stories we live by, or the stories that are forced upon us, are crucial…. There are no bare facts that are not entangled in storied worlds.” Or the neurobiologist Anil Seth, “All our perceptions are storytelling orchestrated by the brain.” Neurology, stories and mytho-poetic structures contextualize our personal lives and the world. Narrative therapy in general, and specific techniques such as artwork and journaling, will be explored. Participants will have an opportunity to understand more deeply how a new framework—such as developmental crises around the age of nine—can frame their own developmental story-line.

**Learning Objectives:**
- Identify and assess the main features of one’s personal and cultural narratives or stories.
- Find the stories operative in different placebo experiments, as well as in the Milgram (obedience to authority) and Zimbardo (Stanford Prison) experiments.

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- Study the stages of the hero’s journey as it relates to developmental crises.

| Roberta Nelson | • Friday, April 5th in PA &  
|               | • Friday, April 12th in MN  
| James Dyson   | • Block D: Body-Mind Dichotomy.  
|               | • Three hour block from 9:30-11:00 & 11:30-1:00 |

**Description:**
This Block will take up a multidisciplinary view of psychological functions of thinking, feeling, willing within a somatic context. Somatic psychology concentrates on the embodied Self including therapeutic and holistic approaches that bridge the mind-body dichotomy. **Themes:**
- Neurobiology of the mind;
- Somatic perspectives of psychotherapy;
- Body-mindfulness;
- Core principles;
- Movement as means for acquiring bodily knowledge, presencing, and identity;
- Bodily functions in their relationship to sensing, breathing, relating, and awareness.

**Learning Objectives:**
- Participants will demonstrate memory of core constructs and principles presented in Block D through small group review sessions resulting in the creation of a cognitive map, to be shared with larger group, containing the core constructs and principles.
- Participants will experience examples of somatic/movement activities, assessing their personal and professional value.

**Readings/Resources:**
**Description:**
- Textbooks still give five main senses of the human organism. But other senses are obvious to add, such as sense of balance and sense of self-movement (i.e., proprioception), especially as awareness in these senses outside of the norm have powerful psychological effects (a good example for sensory deficits and relation to anxiety, Yardleva & Redfern, 2001, and, for enhanced senses, Jebari, 2015, and a good general review in Steiner, 2008). How do dysfunctions in all the senses lead to psychological impacts? Are the senses related in some ways to each other? What are the therapeutic interventions most pertinent to over-stimulation and under-stimulation, and do these techniques pertain to only one sense or to several or all? How are senses relational from the beginnings of life, and does this give hints about therapeutic relationships vis-à-vis sensory experience?

**Learning Objectives:**
- Participants will learn to identify what constitutes a “human sense,” and be able to name twelve main senses.
- Participants will work together to understand the relational components of sensory experience.
- Participants will learn about intentional sensory deprivation versus unintentional sensory deprivation and how these are different.
- Participants will learn about sensory enhancement, intentional and unintentional (hyper-stimulation).
- Participants will learn two main techniques for dealing with hypo- and hyper-stimulation.
- Participants will demonstrate memory and understanding of constructs during a digestion of lecture session.
- Participants will be guided through an empathic listening exercise, which incorporates several core constructs given in this Block, analyzing their discoveries in triads.
## Readings/Resources:


## Description:

- Block F & G focus on a multidisciplinary perspective of identity formation and identity crises, involving themes that were not covered, due to time constraints, in seminar # three. Block F & G incorporate the following themes:
  - Life-span development highlighting birth through age twenty-one;
  - Erik Erikson’s Psychosocial phases including developmental crises;
  - External and internal negative and positive unifying centers and their connection with identity formation;
  - Complexes that are completely, or partly, repressed causing psychological conflict leading to aberrant mental states or behavior;
  - Role of attachment—the resonance between primary caregiver(s) and infant—in identity formation and aberrant mental states or behavior;
  - Core beliefs as portals in assessing identity formation;
  - Role of ego defenses;
  - Idols and ideals differentiated;
  - Developmental perspective of resilience.

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- The essential features and etiology attributed to identity formation and identity crises will be explored and related to mental health with participants assessing core constructs through the examination of three anonymous case studies of persons diagnosed with (1) substance-related disorder (2) depression (3) and bi-polar disorder.

- Who Am I? Exercise: Through a biographical exercise participants will discover unifying centers functioning in their personality, core beliefs, plus the psychological implications of these formations, sharing insights in triads.

- Participants will be led through a biographical exercise utilizing Erikson’s psychosocial model to appraise which developmental crises they are predominantly challenged with sharing perceptions in triads. Participants will craft one sentence capturing the essence, or value, of their biographical findings.

**Handouts:**
- Erik Erikson’s psychosocial model
- Ego defenses
- Three case studies
- DSM-5 Diagnostic for Substance related disorders, Depression, Bi-polar disorders
- Abraham Maslow’s Self-Actualization model
- ACEs (Adverse Childhood Experiences)

**Readings/Resources:**
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<tr>
<td><strong>Locations:</strong> MN &amp; PA</td>
<td><strong>Block F &amp; G:</strong> A Multidisciplinary Perspective on Identity Formation and Identity Crises</td>
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<td><strong>Saturday, April 6th in PA &amp; Saturday, April 13th in MN</strong></td>
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<td><strong>Description:</strong></td>
<td>Closing activities will include a recapitulation of seminar content and exercises; a question and answer session. Homework will be assigned. Reading lists reviewed. Mentor groups assigned. Capstone projects criteria introduced. Logistical questions answered. Feedback surveys completed. Information regarding CEU procedures delivered.</td>
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### Three hour block 9:30-11:00 & 11:30-1:00

#### Learning Objectives:
- Storytelling: The final segment of a Native American legend will be told presenting several core principles and constructs from Seminar #4 in a mythological multicultural context. Participants will demonstrate memory and understanding of seminar content by extracting core principles and constructs from the legend.
- Participants will be invited to present their questions in a collaborative Q & A session recalling facts and basic concepts.
- Mentorship groups will be identified with participants gathering with their assigned Mentor thereby establishing a between-seminar program for deepening understanding and application of core constructs.

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